



Eastside Elementary

103 Old Colony Road
Clinton, SC 29325

Grades	PK-5 Elementary School	
Enrollment	519 Students	
Principal	Melodie Edwards	864-833-0827
Superintendent	Dr. David O'Shields, Interim	864-833-0800
Board Chair	Linda Darby	864-833-5773

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

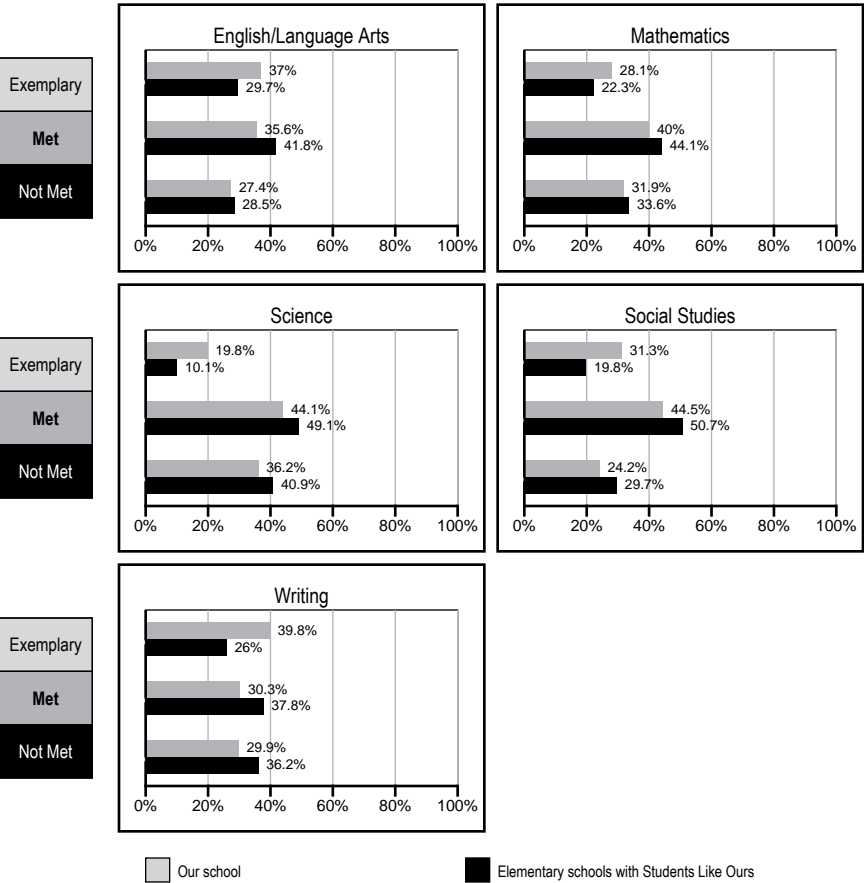
98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	94	18	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=519)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 1.3%	2.4%	1.9%
Attendance rate	95.2%	Down from 95.5%	96.1%	96.3%
Eligible for gifted and talented	17.3%	Up from 15.9%	7.2%	10.0%
With disabilities other than speech	9.7%	Down from 10.5%	9.2%	7.7%
Older than usual for grade	0.2%	Down from 0.7%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	Up from 58.3%	57.1%	59.4%
Continuing contract teachers	82.9%	Up from 77.8%	81.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.8%	Down from 87.0%	85.7%	85.9%
Teacher attendance rate	95.4%	Down from 95.6%	95.0%	95.1%
Average teacher salary*	\$45,577	Up 9.6%	\$46,531	\$47,149
Professional development days/teacher	11.4 days	Up from 11.3 days	12.2 days	11.1 days
School				
Principal's years at school	0.1	Down from 11.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.1 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.2%	Down from 89.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.1%	Down from 96.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,756	Up 4.6%	\$7,600	\$7,458
Percent of expenditures for instruction**	67.6%	Up from 63.2%	68.6%	68.8%
Percent of expenditures for teacher salaries**	59.8%	Up from 57.5%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At Eastside Elementary School, children and learning are the top priorities. The philosophy of the school is to make decisions that are in the best interest of students and to do those things that are important for students. One of our goals was to develop a sense of community for our students, parents, and teachers. The school climate is inviting and conducive to learning. We believe that the education of a child is a partnership between the home and the school. We encourage parents to be active participants at school.

This year the school served approximately 517 students in kindergarten-fifth grade. The school has a diverse population of students. Forty-nine students were in self-contained classes for the gifted. Fourteen students were in a self-contained class for students with special needs and approximately 24 students received resource assistance. Seventy eight percent of our students ate free/reduced lunch.

Eastside Elementary School is fully accredited by the Southern Association of Colleges and Schools and received an "All-Clear" status from the State Department of Education. Eastside received a "Below Average" rating on the state report card. Parents, students, and teachers continue to give the school positive ratings on surveys.

The school continued with the Reading First initiative and was awarded another year of the program. Teachers participated in study groups and continued to learn the most effective strategies for teaching reading. Assessment results were used to plan instruction. All classes participated in the school's character education program.

Eastside Elementary is a student-centered school with strong parental support. Providing quality instruction in a safe learning environment is our goal. By working together, we can insure the success of our students. We invite you to visit our school to see our students and teachers in action.

Henry Simmons, Principal
Laurie Sauls, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	109	80
Percent satisfied with learning environment	100.0%	89.9%	89.7%
Percent satisfied with social and physical environment	100.0%	89.9%	85.9%
Percent satisfied with school-home relations	91.2%	95.4%	81.8%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	284	99.7	27.4	35.6	37	83.7	80.2	82.8	Yes	Yes
Gender										
Male	146	99.3	32.1	32.1	35.8	79.6	74.5	79.3	N/A	N/A
Female	138	100	22.6	39.1	38.3	88	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	177	99.4	20.6	31.2	48.2	88.2	87.5	89.5	Yes	Yes
African American	103	100	39.8	43.9	16.3	75.5	69.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	55	98.2	62	24	14	56	52.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	195	100	34.9	40.3	24.7	79	74.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	284	99.7	31.9	40	28.1	75.9	77.2	78.9	Yes	Yes
Gender										
Male	146	99.3	35	35	29.9	73	73.6	77	N/A	N/A
Female	138	100	28.6	45.1	26.3	78.9	80.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	177	99.4	21.8	44.1	34.1	84.7	84.9	87.2	Yes	Yes
African American	103	100	50	33.7	16.3	60.2	65.5	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	55	98.2	72	24	4	40	45.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	195	100	41.4	40.9	17.7	69.4	71.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	187	99.5	36.2	44.1	19.8	63.8	62.5	67.5
Gender								
Male	94	98.9	37.1	39.3	23.6	62.9	60.7	67
Female	93	100	35.2	48.9	15.9	64.8	64.5	68
Racial/Ethnic Group								
White	118	99.2	24.3	47.7	27.9	75.7	74.1	79.5
African American	67	100	56.9	38.5	4.6	43.1	43.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	32	96.9	82.1	10.7	7.1	17.9	27.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81	59.6
Socio-Economic Status								
Subsided meals	133	100	46	46.8	7.1	54	53.5	55.1

Social Studies

All Students	189	99.5	24.2	44.5	31.3	75.8	63.7	72.3
Gender								
Male	90	98.9	31.8	36.5	31.8	68.2	62.5	71.5
Female	99	100	17.5	51.5	30.9	82.5	65	73.2
Racial/Ethnic Group								
White	121	99.2	18.6	42.4	39	81.4	72.4	80.7
African American	66	100	34.9	49.2	15.9	65.1	51.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	37	97.3	51.4	34.3	14.3	48.6	38.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.7	67.9
Socio-Economic Status								
Subsided meals	123	100	32.8	47.9	19.3	67.2	55.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	285	99.7	29.9	30.3	39.8	70.1	65.8	70.2	95.2	95.3
Gender										
Male	148	99.3	36.7	24.5	38.8	63.3	59.4	63.2	95.1	95
Female	137	100	23	36.3	40.7	77	72.4	77.5	95.4	95.6
Racial/Ethnic Group										
White	177	99.4	24.3	27.7	48	75.7	73.6	79.1	95	94.9
African American	104	100	40.4	35.4	24.2	59.6	53.7	57.6	95.6	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.1	62.6	96.1	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	54	100	76.5	7.8	15.7	23.5	23.4	26.1	94.6	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.8	61.2	95.8	96.7
Socio-Economic Status										
Subsidized meals	196	100	37.9	35.8	26.3	62.1	57.8	58.9	95	94.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	81	100	24	38.7	37.3	76
	4	92	98.9	36	24.7	39.3	64
	5	111	100	22.6	42.5	34.9	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	81	100	38.7	42.7	18.7	61.3
	4	92	98.9	28.1	41.6	30.3	71.9
	5	111	100	30.2	36.8	33	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	41	100	36.8	42.1	21.1	63.2
	4	92	98.9	34.8	44.9	20.2	65.2
	5	54	100	38	44	18	62
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	40	100	21.6	37.8	40.5	78.4
	4	92	98.9	18	51.7	30.3	82
	5	57	100	35.7	37.5	26.8	64.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	82	100	29.9	26	44.2	70.1
	4	92	98.9	34.1	30.8	35.2	65.9
	5	111	100	26.4	33	40.6	73.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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